

spring update

RECRUITING TRENDS **1992-93**

EDUCATION SUPPLEMENT
for
Elementary and Secondary Schools

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UNIVERSITY

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RECRUITING TRENDS 1992-93

Education Supplement

A Study of 182 Elementary and Secondary School Systems

From Locations Throughout the United States and

Employing New College Graduates

By

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Director

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June 15, 1993

MICHIGAN STATE UNIVERSITY

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L. Patrick Scheetz, Ph. D.
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EXECUTIVE *Summary*

- Teachers and other professional staff seeking employment with elementary and secondary school districts for the 1993–1994 school year should expect a tighter job market. Surveyed school districts report an anticipated decrease of 24.5%.
- Budget deficits topped a list of factors influencing job opportunities, followed by retirements and resignations, student enrollment and urgent economic conditions.
- Current economical conditions in some states produced severe negative effects on tax revenues, tax levies and additional monies needed for education. Limited budgets cut the chances of new hiring and forced school districts to stretch their existing faculty, as well as hire part-timers. Respondents ultimately felt the students would experience a diminished educational experience.
- Among school districts hiring for 1993–1994, the southcentral region of the country reported the highest level of teaching opportunities. Northeastern districts in United States reported the lowest opportunity levels.
- School districts employing 500–999 teachers and professional staff expected the largest decrease in hiring, estimating a 60% decrease. Best off were districts employing staffs of 10,000 or more, which still expected a 19.3% decrease in teaching opportunities.
- Special education positions, especially with the emotionally disturbed and learning disabled, were among the hardest positions to fill. School districts also expressed difficulty finding candidates to teach the sciences and mathematics.
- Minority teacher applicants were in demand with many hiring school districts. Employers also expressed an inadequate number of minorities applying to urban and suburban school districts with high minority student populations.
- New graduates seeking teaching positions need to determine which districts are recruiting and which districts are experiencing lay offs. The study recommends expanding one's certification, not restricting oneself geographically and continuing to substitute teach as much as possible.
- Despite decreases in hiring this year, school districts anticipate increases of 2–3% per year for the next two years.

Education Supplement to

RECRUITING TRENDS 1992-93

for Elementary and Secondary School Systems

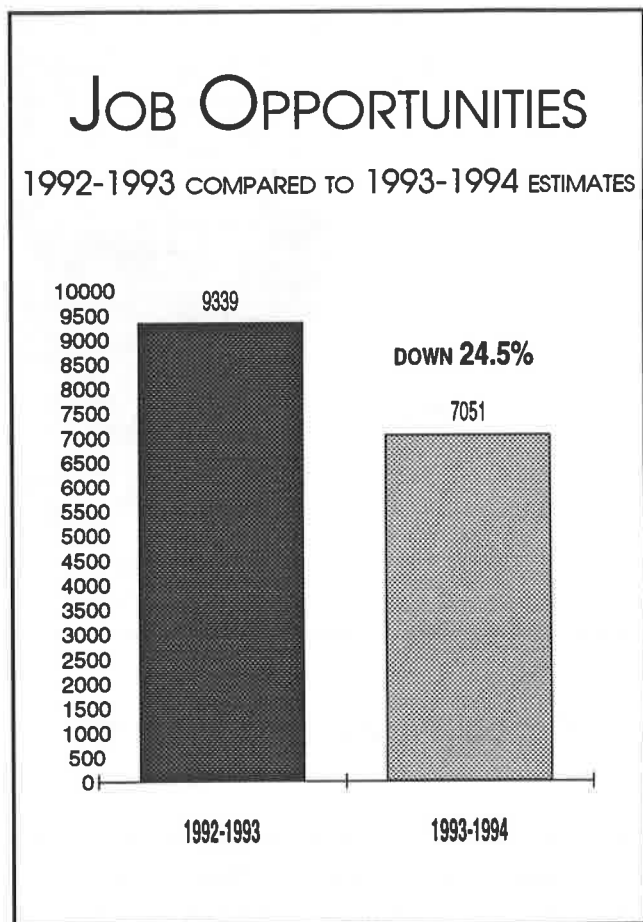
Approximately 256,000 new teacher education graduates received degrees in 1992-93 from colleges and universities throughout the United States. A majority of these new graduates will be seeking employment opportunities with public and parochial schools nationwide during the Summer of 1993. Welcomed in their searches for job prospects would be news about current or anticipated vacancies for teachers and other professional staff assignments.

Job Opportunities for 1992-93 Graduates

A tighter job market was expected for new teachers and other professionals seeking employment with elementary and secondary school systems for the 1993-94 school year, according to surveyed school districts. Among 176 school districts reporting hires for last year (1992-93) and anticipated hires for this year (1993-94), a decrease of 24.5% was expected. This was not good news for new graduates receiving teaching certificates in 1992-93.

Survey Procedures

This Education Supplement to the 22nd annual Recruiting Trends survey contains data on actual hires of new teacher education graduates and other professional staff in 1992-93 by elementary and secondary school systems throughout the United States.

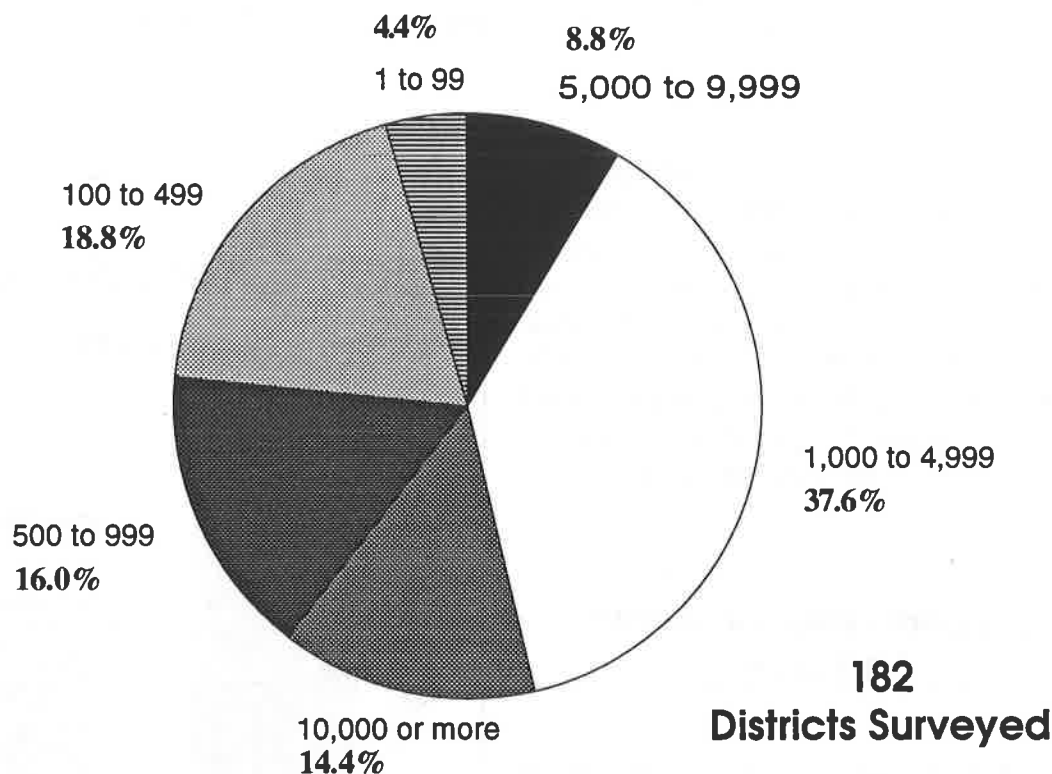


Also included are predictions of anticipated hires by school systems for 1993-94 and expected job markets for graduates in 1994-95 and 1995-96.

Questionnaires were initially mailed first-class to school districts on April 8, 1993. No follow-up reminder notices were mailed because of the tight timeline required for responses. Any responses received through May 30, 1993 were included in this final report.

BREAKDOWN OF PARTICIPANTS

BY NUMBER OF TEACHERS, ADMINISTRATORS AND OTHER FULL-TIME PROFESSIONALS EMPLOYED



School Districts Responding

Responses for this Education Supplement to the Recruiting Trends report were received from 182 elementary and secondary school systems (13.0%), and all of these were complete enough for statistical analysis purposes. An adequate representation of school districts from locations throughout the United States was included in this final report to reflect the job market for new teacher education graduates and other education professionals in 1993-94.

Of the 182 public school districts responding to this questionnaire, 14 school districts (7.7%) described

themselves as urban, 63 school districts (34.8%) as suburban, and 104 school districts (57.5%) as rural.

School districts with 1,000 to 4,999 teachers, administrators, and other professionals (full-time equivalent) represented 37.6% of the respondents; those with 100 to 499 employees represented 18.8% of the respondents; those with 500 to 999 employees represented 16.0% of the respondents; and those with 10,000 or more employees represented 14.4% of the respondents. School districts with 5,000 to 9,999 employees represented 8.8% of the respondents and school districts with 1 to 99 employees represented 4.4% of the respondents.

Factors Influencing the Job Market for Next Year (1993-94)

Factors expected to most significantly influence this year's job market (1993-94) for new teacher education graduates included budget deficits, enrollment changes (both increases and decreases), the economy, and anticipated retirements.

Budget deficits at the state and local levels were repeatedly noted (54) as culprits that prevented local school districts from hiring all the new personnel they needed. State financial reform was a major topic of conversation from many local districts. As an example, the State of Arizona gave local public school systems an increase totaling 0.5% in the last three years. Thus, all teachers' and other professional staffs' salaries in Arizona were frozen. Other school district representatives complained about their legislature's inability or lack of desire to deal with funding measures (i.e. budget deficits, financial reform, budget priorities, etc.). State mandates from legislatures for academic restructuring, introduction of state curricula and staffing mandates were also negatively impacting job opportunities for new teachers and other professional staff.

Urgent economic conditions in several states (19) were reported. The current economy was having severe negative effects on tax revenues, tax levies, and additional monies needed for education (i.e. Wisconsin, North Dakota, Nebraska, Kansas, Oregon, New York, Illinois, and Michigan). Limited budgets were cutting the chances of local school districts to hire new teachers. Instead, districts were stretching their present staffs and hiring part-timers. Ultimately, in the opinions of respondents, the students will suffer. Some school districts were so severely pinched financially that they were either laying off current staff or not sure they would open this fall.

FACTORS INFLUENCING THE JOB MARKET FOR 1993-1994 (BY RANK)

- Budget Deficits
- Retirements or Resignations
- Student Enrollment
- Urgent Economic Conditions

Retirements or resignations from many local districts (30) provided available positions for new teachers. To promote these openings, state and local retirement incentives were offered. In Illinois, for instance, the legislature passed an early retirement incentive for educators. This two-year program is expected to lure between 10,000 and 12,000 teachers to retirement in Illinois.

Student enrollment, either growth or decline (28), was influencing availability of job openings in many school districts this fall. Some districts reported increased enrollments, so new staff could be anticipated in these districts. Other local districts and geographical regions noted decreasing student attendance, and in these districts, fewer teachers were needed, thus necessitating layoffs or at least fewer new hires.

Teaching Opportunities by Geographical Region

Although a decrease of 24.5% in hiring of new teachers and other professional staff was expected for 1993-94, surveyed school districts reported "medium" availability of job opportunities in all regions of the country. Geographical regions were rated for job availability based upon the experiences and judgement of surveyed employers. Job openings in particular school districts depended upon varying financial circumstances, enrollment trends, and anticipated retirements. Also influencing job availability were demand for particular academic majors, ethnic background of the candidate, and success during student teaching, but generally, some job opportunities existed in all geographical regions of the nation.

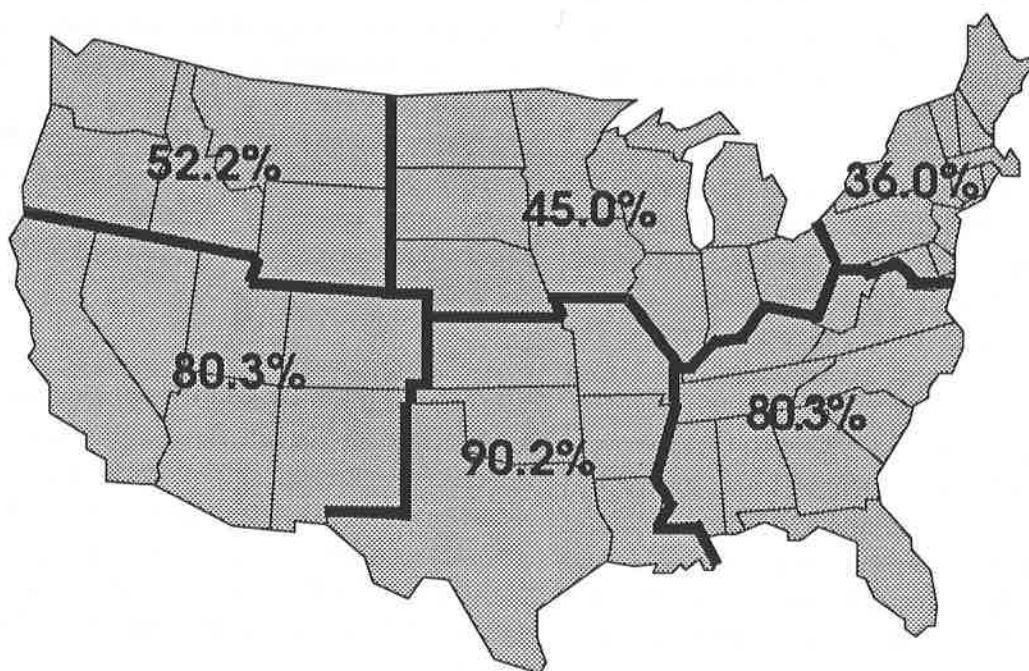
The highest ratings of job availability were received by school districts in the southcentral (90.2%), southeastern (80.3%), southwestern (80.3%), and the northwestern (52.2%) regions of the United States.

The other two regions received lower ratings: the northcentral region (45.0%) and the northeastern region (36.0%). For statistical purposes, any responses at the "extremely high," "high," or "medium" job availability levels were included in these ratings.

The southcentral region included school districts in Texas, Oklahoma, Arkansas, Kansas, Missouri, Louisiana, etc.. States in the southeastern region included Florida, Georgia, Virginia, North Carolina, South Carolina, Tennessee, etc.. The southwestern region was composed of school districts in California, Nevada, Hawaii, New Mexico, Arizona, Colorado, etc. The northwestern region included Alaska, Washington, Oregon, Idaho, Montana, Wyoming, etc.

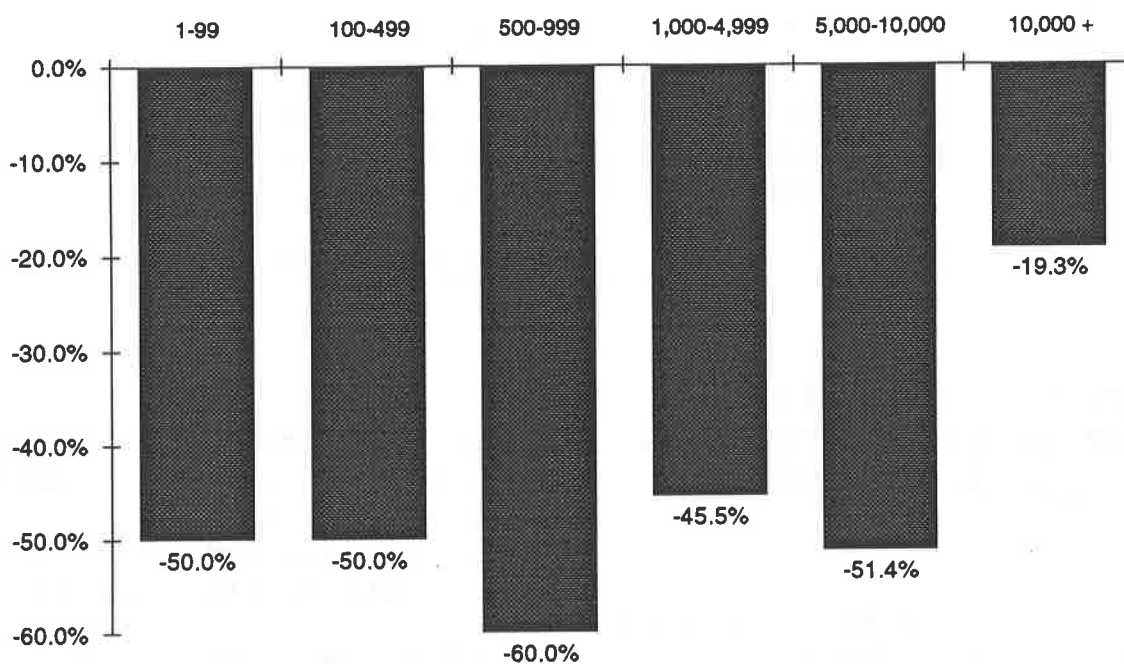
States in the northcentral region included Michigan, Indiana, Minnesota, Wisconsin, Illinois, Ohio, Iowa, Nebraska, etc. The northeastern region included school districts in Maine, Massachusetts, Connecticut, Delaware, Pennsylvania, New York, Maryland, etc.

TEACHING OPPORTUNITIES BY GEOGRAPHIC REGION



BASED ON PERCENTAGE OF DISTRICTS RETURNING EXTREMELY HIGH, HIGH OR MEDIUM JOB AVAILABILITY LEVELS

DECREASES IN EXPECTED TEACHING OPPORTUNITIES FOR 1993-1994 BY SIZE OF SCHOOL DISTRICT



Teaching Opportunities by Size of School District

Hiring of new teachers and other professional staff was expected to vary considerably by size of school district. The greatest decreases in hiring were expected for school districts with 500 to 999 employees (-60.0%); organizations with 5,000 to 9,999 employees (-51.4%); school districts with 1 to 99

employees (-50.0%); districts with 100 to 499 employees (-50.0%); and school districts with 1,000 to 4,999 employees (-45.5%). The lowest decreases in hiring were expected by school districts with 10,000 or more professional staff (-19.3%).

Districts in rural, suburban, and urban areas expected approximately the same percentages of decrease in hiring: -23.8%, -23.3%, and -25.5%, respectively.

**OF THE 9,339 NEW TEACHERS AND OTHER
PROFESSIONAL STAFF HIRED DURING 1992-1993...**

- **47.4%** were beginners with no experience. (4,427)
- **26.9%** were minorities. (2,521)
- **25.6%** were men. (2,396)
- **11.2%** were previously assigned to student teaching positions in the districts which hired them.

* Some categories overlap.

Beginners, Minorities, Men, and Student Teachers Hired by School Districts in 1992-93

Of 9,339 new teachers and other professional staff hired by surveyed school district during the 1992-93 academic year, 4,427 were beginners (47.4%) with no prior experience; 2,521 (26.9%) were minorities (Black/ African-American, Hispanic/ Spanish/ American, Asian/ Pacific Islanders, or American Indian); 2,396 were men (25.6%); and 1,048 (11.2%) were previously assigned to student teaching positions in the districts that hired them.

Beginners with no prior experience represented 978 of the new hires in rural school districts (44.2%); 2,343 new hires in suburban school districts (45.0%); and 1,106 new hires in urban districts (57.5%).

Minorities (Black/ African-American, Hispanic/ Spanish/ American, Asian/ Pacific Islanders, or American Indian) were hired approximately as frequently by urban school districts (24.7%), suburban schools (27.6%), and rural school districts (27.4%).

Men were among the new hires of most school districts. Of 9,339 new hires, 2,396 (25.6%) were males. New male teachers were hired approximately as frequently by rural school districts (24.7%), suburban districts (26.7%), and urban districts (23.7%).

Of the 9,339 new hires, 1,048 (11.2%) previously held student teaching positions in school districts that hired them. Rural school districts reported the highest percentage of new hires with previous student teaching experience in their districts (25.1%), but suburban and urban school districts hired substantially smaller percentages, 7.2% and 5.9%, respectively.

Anticipated Change in the Job Market for 1993-94, 1994-95, and 1995-96

When predicting change in the job market demand for new teachers and other professional staff during the next three years, surveyed employers were not very optimistic. A majority expected little or no change.

Although this year's market for teachers was expected to decrease, the next two years were not predicted to be much better. Increases of 2-3% were expected each year for the next two years.

Improvements in the job market for new teachers were expected by school districts with anticipated increases in enrollments and reasonable financial resources. Substantial retirements may also help in these districts. For school districts with declining student enrollments and tight budgets, cuts in personnel and increased class sizes were expected.

Layoffs

Among 106 school districts reporting data on layoffs, an average of 2.5 teachers and other professional staff were laid off from July 1992 through June 1993. For the 1993-94 school year, an average of 2.8 teachers and other professional staff were expected to be laid off. The expected layoff rate for this year was 13.6% higher than last year.

In rural school districts, an average of 0.7 professional staff were laid off from July 1992 through June 1993, and an average of 0.5 per districts were expected to be laid off in 1993-94 (-19.7%). Urban school districts laid off an average of 12 teachers and other professional staff from July 1992 through June 1993, and 11.2 were expected to be laid off in 1993-94 (-5.3%). For suburban school districts, an average of 3.2 teachers and other professional staff were laid off from July 1992 through June 1993, and an average of 5.0 were expected to be laid off in 1993-94 (+180.0%).

Although an average of 2.8 teachers per district are expected to be laid off for 1993-1994, the good news is...

Expect a 2-3% percent increase in the job market for the next two years.

Retirements

Retirements among 106 school districts reporting data averaged 7.2 per district for teachers and other professional staff from July 1992 through June 1993. For the 1993-94 school year, an average of 11.6 teachers and other professional staff were expected to retire.

Predictions of retirements were difficult for local district personnel representatives, because they did not know if eligible teachers and other professional staff would choose retirement. Were the retirement incentives attractive enough? Later this summer, the answer to this question will be certain.

Retirements were expected to average 60.7% greater in 1993-94 than they were in 1992-93. More retirements could yield more job opportunities for new teacher education graduates, if finances were not a problem in many school districts throughout the nation.

In rural school districts, an average of 2.5 retired from July 1992 through June 1993, and an average of 3.0 were expected to retire in 1993-94 (+18.3%). Urban school districts experienced retirements from an average of 26.4 teachers and other professional staff from July 1992 through June 1993, and expected retirements from an average of 32 in 1993-94 (+21.1%). For suburban school districts, an average of 10.5 teachers and other professional staff retired from July 1992 through June 1993, and an average of 20.2 retirements were expected in 1993-94 (91.8%).

RETIREMENT INCENTIVE PACKAGES

Incentive packages were offered to teachers and other professional staff who retired early (142), according to school districts surveyed. In some cases, retirement incentives were offered to avoid layoffs. These incentives included, in varying proportions, severance pay, lump sum payments for unused sick and personal leave time, paid insurance premiums, and added retirement benefits.

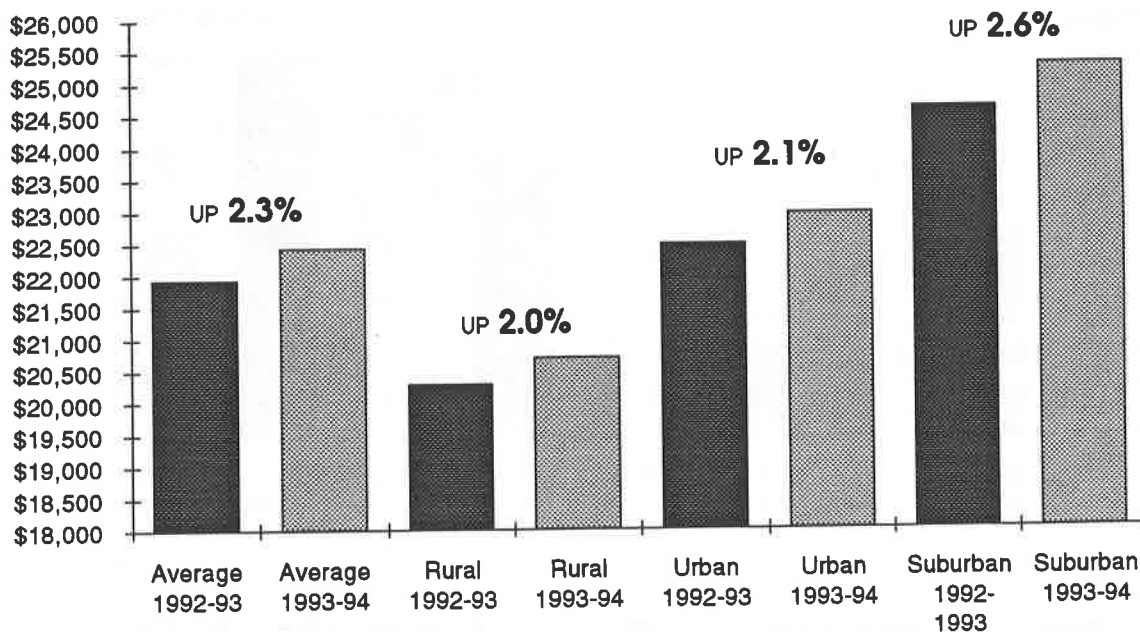
- Severance incentives, service recognition payments, bonuses, and stipends (48) differed enormously between districts, from \$5,000 to \$35,000, and from one lump sum to equal payments over 10 years.
- Health, life, and dental premium payments were other incentives offered by some school districts (38). Typically, these early retirement payments were extended until the retirees' medicare payments began.
- Payments for unused sick and personal days were another alternative (22). Payments varied from \$25 or more per unused day, and usually, a maximum number of days accrual for payment was stipulated.
- Additional retirement benefits were offered this year by Illinois and New York. In these state plans, teachers were allowed to receive additional years of service credit and additional years added to their ages (i.e. In Illinois, 5 plus 5).

Starting Salaries for Bachelor's and Master's Graduates

For new bachelor's degree teacher education graduates hired last year (1992-93), the annual starting salary at 146 surveyed school districts averaged \$21,932. For 1993-94, the average starting salary was expected to be \$22,433 (+2.3%).

Rural school districts reported the lowest starting salary averages for last year of \$20,288 and anticipated salaries for 1993-94 of \$20,705 (+2.0%). Urban school districts reported a starting salary average of \$22,480 for last year and an anticipated starting salary average for 1993-94 of \$22,958 (+2.1%). The highest averages were reported for suburban school districts of \$24,606 for 1992-93 and an anticipated average for 1993-94 of \$25,257 (+2.6%).

STARTING SALARIES FOR GRADUATES WITH BACHELOR'S DEGREES

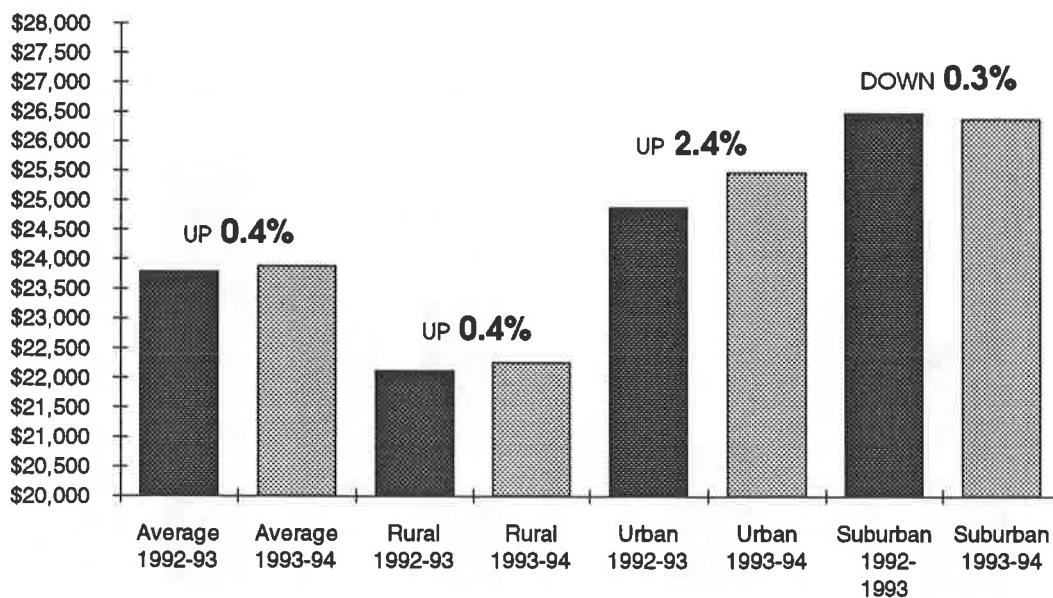


For master's degree candidates beginning in 140 surveyed school districts, a starting salary average with no experience last year (1992-93) was \$23,791. For 1993-94, the starting salary average was expected to be \$23,892 (0.4%).

Rural school districts reported the lowest starting salary average for master's degree graduates last year \$22,119 and anticipated salaries for 1993-94 of \$22,261 (+0.4%). Urban school districts reported a

starting salary average for new master's degree teacher education graduates last year of \$24,879 and an anticipated starting salary average for 1993-94 of \$25,480 (+2.4%). The highest averages were reported for suburban school districts: a starting salary average for new master's degree teacher education graduates last year of \$26,490 and an anticipated starting salary average for 1993-94 of \$26,386 (-0.3%).

STARTING SALARIES FOR GRADUATES WITH MASTER'S DEGREES



MOST DIFFICULT POSITIONS TO FILL

Special education (especially emotionally disturbed and learning disabled)- 111	Computer science- 2
Speech and language pathologist- 23	Foreign languages- 24
Occupational therapists- 7	Spanish- 9
School psychologist/ diagnostician- 5	German- 2
Physical therapist- 5	French- 2
School social worker- 3	Bilingual teacher (Spanish)- 21
School nurse- 2	Guidance counselors (especially elementary school counselors)- 18
Gifted and talented teacher- 2	Librarian/media specialist- 15
Sciences- 64	Music (vocal and instrumental)- 14
Physics- 13	Industrial arts/ technology/ skilled trades/ machine shop- 13
Chemistry- 12	Reading support teachers- 6
Physical sciences- 4	English as a Second Language (ESL)- 5
Life sciences/ biology- 3	Vocational agriculture- 4
Earth science- 2	Home economics- 4
General science- 2	
Mathematics- 35	

Difficulty was experienced by surveyed school districts with finding candidates for selected subject areas, teaching positions, and other professional staff assignments. Most prominent among the most difficult to fill were special education, mathematics, and sciences positions.

Other subject areas, teaching positions, and professional staff assignments noted by school districts are listed with frequencies of response after each and in descending order from the most frequently requested.

Most Serious Problems When Recruiting New Staff

The current, most serious problems reported by school district representatives when recruiting new teachers and other professional staff were shortages of minority applicants, non-competitive starting salaries and benefits, and too few applicants for remote rural locations.

Minority teacher applicants (48) were needed by numerous surveyed school districts, but too few were available. Also, employers reported an inadequate number applying to urban and suburban school districts with high percentages of minority student populations. In addition, few minorities were interested in rural areas.

Rural areas reported difficulty finding **candidates willing to commute** to their geographical areas (22). According to these districts, many new graduates wanted jobs closer to larger cities and their homes.

Non-competitive starting salaries and benefits were issues for several school districts (18). According to these employers, graduating teachers were getting higher starting salaries from large urban and suburban districts.

Competent new graduates were hard to find (18), according to employers. Many lacked training in current teaching techniques and strategies, sufficient student teaching experience, and a "love for children" that was necessary for an excellent teacher.

Too many candidates were burdensome for some school districts (10). Whenever school districts advertised for available openings, the response from applicants was so overwhelming that a special mailroom was necessary to deal with the flood of responses.

Current economic conditions were another problem (32) that caused further cutbacks in local districts and reduced opportunities for new teachers. Remedy of this situation was a major focus of numerous state legislatures around the nation.

Advice for New Graduates Who Cannot Find Job Opportunities

When offering advice to new teacher education graduates who had not found available job opportunities by Fall of 1993, employers provided several suggestions. Among them were the recommendations that new graduates keep trying, substitute teach if necessary, not restrict themselves geographically, become certified in a high demand category, be willing to coach and supervise extra-curricular activities, and pursue an advanced degree, if the other options were not helpful.

- **Attitude was very important** (12), according to employers. Be enthusiastic and aggressively pursue employers in your preferred geographical area. New graduates should keep trying, be persistent, and be patient, because many new hires will occur after school begins due to increased enrollment, late resignations, and retirements. Also, positions become available at the beginning of the second semester in mid-January.
- **Substitute teach as much as possible** in various districts (42). Utilize substitute teaching to increase experiences and establish credibility with local school district administrators. Be an outstanding, active, regular, and available substitute for all grade levels and increase your exposure in districts. Take support staff, tutoring, or teacher aide positions until full-time openings occur.
- **Expand your certification qualifications** (29). Make sure you have multiple endorsements (preferably with a dual major) in more than one teaching area. Get second and even third majors if possible. The most flexible people get the jobs. Too many new graduates are certified in elementary, social studies, and physical education. Perhaps gain certification in an additional academic area with high demand—special education, mathematics, or sciences. Learn other languages and cultures. Other recom-

mended dual teaching certification include: physical education/ health, English/ social studies, math/ science, bilingual Spanish, and middle school endorsements.

- **Gain coaching experiences** (11) and be willing to supervise extra-curricular activities. Working for a district as an athletic coach can increase your visibility within the district and maybe in neighboring districts. Be willing to work hard and beyond the call of duty.
- **Do not restrict yourself geographically.** Look at regions that need teachers (10). According to employers, Texas never produces enough teachers for a growing student population. Approximately 2,000 new teachers per year are needed for growth in the school-age population, and retirees account for another 6,000 teachers per year. Teaching positions in the southeastern and southwestern United States are more plentiful. Pursue rural school districts. Get the jobs where they are, and get experience. Be willing to pay your dues. Then apply to suburban school districts where everyone wants to begin their teaching career.
- **Minorities and male elementary teachers** were especially encouraged to pursue the advice given by surveyed employers. A culturally diverse teaching staff was the objective of these districts.
- **Apply to every school district within a wide geographical area.** Within a few years, improved opportunities for teachers can be expected since most staffs are very top heavy with experienced teachers who will be retiring.
- **Continue with graduate level education courses** while substitute teaching. Pursue an advanced degree, without completing it, and keep up-to-date on the latest teaching theories and techniques. Be well-versed in computer literacy and technology.
- **Gain work experiences with diverse student populations.** Volunteer if necessary to get experiences.

- **Take aptitude tests and get an *honest* assessment of the reasons you are *not* being hired.** If teaching options are not possible, then look to private industry until a job opens, advised employers. Also, for some new graduates, it may be necessary to find another occupation.

Changes in Recruitment Practices

Recruitment practices have changed in a few surveyed school districts when seeking candidates for available job opportunities. Among the practices initiated were more active recruitment on college campuses, more stringent selection procedures, and more aggressive pursuit of minority applicants.

Active, expanded recruitment has been initiated in some school districts, especially those with increased budgets and expanding enrollments, while others have reduced their efforts to attract job applicants. The challenge for new graduates is determining which districts are recruiting and which are laying off staff. Campus visits, state and national conferences, job fairs, and more advertisements are used for higher visibility by school districts seeking teachers.

When interviewing new staff, **districts are much more selective.** Among the new tools used for this task are background and reference checks, the "Teacher Perceiver" application and interview form, surveys for morals and attitudes, and sample lessons taught at the employer's location. Identifying the best new teachers among the masses is a real task for school districts.

Minority teachers and other professional staff are recruited for multicultural communities. Aggressive efforts are used to attract minorities, since a limited supply exists. Targeted recruitment is the employers' term for these special efforts. Letters of intent can be issued by principals at recruiting fairs after checking with human resources personnel.

Advice for College Students Preparing for a Career in Teaching

When advising college students on preparation needed for a career in teaching, employers offered several recommendations. Among the prominent suggestions, it was recommended that college students work to become the *top* teacher education candidates at their college or university. The very best graduates seldom have difficulty finding job opportunities, unless they majored in social sciences, physical education, or elementary education. Other advice offered by employers included the following:

- **Get classroom teaching experiences early** in your college preparation to see if teaching is really your career goal. Ask yourself if you were really born to be a teacher. Gain experiences in multicultural programs and multi-aged elementary assignments. This will help to build your resume.
- **An excellent college grade point average is important**, so keep it as high as possible; above a 3.0 is preferred. But employers want new teachers who understand students, especially the difficult ones, and who possess enthusiasm for teaching.
- **An excellent student teaching experience** was also recommended. Complete your student teaching in a quality school district under the guidance of a quality master teacher. Obtain teaching experiences beyond student teaching prior to graduation.
- **Be willing to coach and supervise extra-curricular activities.** Broaden your background in these areas (i.e. coaching, speech, drama, etc.). Become involved in outside activities with children (i.e. camps, swimming instruction, etc.). Get diverse experiences when working with children and establish an excellent work record in all areas including volunteer activities.
- Get all the "silver bullets" you can. Extras will

make you more attractive to employers. **Get training in specialized problems** associated with drugs and alcohol, one-parent families, and dual-career parents. Also get training on cooperative learning, team-teaching, the Demming method, ITIP, WAG, TESA, and new learning styles.

- For more versatility, **gain certification in multiple academic areas.** Obtain at least a major and a minor, but a double major would be preferred. Avoid glutted teaching markets. Concentrate on shortage areas: special education, mathematics, sciences, bilingual Spanish, speech pathology, etc.
- **Other recommendations:** Sharpen your interpersonal skills; be prepared to sell yourself on paper and in interviews; and sharpen your computer and other technology skills.

Identification and Recruitment of Minority Staff

The effectiveness of identification, recruitment, and retention of minority teachers and other professional staff in surveyed school districts was measured. According to respondents, most were rated as medium to low in effectiveness, 28.4% and 29.6%, respectively. A total of 47 school districts rated their programs as high or extremely high, 21.8% and 6.6%, respectively. Rated as not at all effective were 22 programs (13.3%).

Videotapes with Resumes to School Districts

When applying for available job opportunities, some teacher education candidates were considering transmittal of videotapes with sample lessons for review by school districts. Surveyed employers were questioned on the attractiveness of this procedure.

Most employers (73.5%) did **not** encourage new

FREQUENCY OF BACKGROUND CHECKS OF NEW HIRES

92.8% Work attitudes	71.7% Criminal convictions
92.8% Work ethics	41.3% Drug abuse
91.7% Work habits	38.1% Excessive Alcohol abuse
75.5% Absenteeism	25.7% Excessive litigation

teacher candidates to initially forward a videotape with their resumes when applying for a professional staff position. Many employers noted the magnitude of reviewing videotapes on all applicants. Human resources offices were already buried in paperwork. For them, it would be impossible, because of insufficient time and personnel, except for the 8 to 10 finalists for job openings. By then, an interview would be scheduled, and the videotape would be unnecessary. At the most, a very brief videotape would be considered.

Interviews were preferred by numerous employers. In these organizations, the interview team was composed of teachers. These employers preferred to speak directly to the candidate's, meet them in person, and ask their own questions. Other criteria were mentioned as just as important: attitude, grades, references, etc.

A concern about discrimination was noted (i.e. pro-minorities, anti-minorities, anti-majorities, etc.). The question concerned legality of reviewing a videotape for screening minorities only, since many employers were particularly interested in minorities for job openings. Also suggested was the possibility that videotapes might be as misleading as resumes, application forms, and other data received by school districts.

A few employers welcomed this new approach. A couple of districts were already requesting videotaped lessons.

Background Checks of New Hires

Background checks were "always" or "almost always" conducted by surveyed employers when hiring new teacher education graduates. Most frequently checked (always or almost always) were work attitudes (92.8%), work ethics (92.8%), and work habits (91.7%).

Less frequently checked were absenteeism (75.5%) and criminal convictions (71.7%). Seldom checked were drug abuse (41.3%), excess alcohol use (38.1%), and excess litigation (25.7%). Almost never checked were medical records (16.2%), driving records (15.6%), unemployment compensation claims (8.8%), and credit checks (6.8%). Items that were seldom or never checked by some school districts were checked by others (25.3%).

Background checks in these areas may be considered an invasion of privacy in some states without authorization from the individual. For this purpose, employers were asking job applicants to sign a release form.

For bus drivers, drug testing, alcohol levels, driving records, state criminal records, and FBI files were investigated.

For teacher candidates, contents of credential files were checked quite extensively. Perhaps inaccurately, employers stated, the presence of positive

traits were used as the best indicators of the absence of problems. For instance, an individual with a good attendance record was less likely to be a drug addict. Also required by some states were checks for sex offenders, child abusers, criminal convictions, finger printing, and security check.

An honest reference from a school administrator was difficult, noted employers, because most were afraid of law suits, so they would not give an accurate assessment of an applicant's former work record.

A much better job in this area of screening candidates was needed, according to employers. When planning for the future, some state legislatures were considering laws so school districts were required to conduct background investigations on all the checks listed above.

Testing of New Hires for Drug Use, AIDS, or Alcohol Levels

According to 173 school districts responding, drug testing of new teacher education graduates was required by 7.3% of the organizations. Included in this percentage were employers who "sometimes", "almost always", or "always" screened for drugs. Testing for alcohol levels among new teacher education graduates was required by 6.4% of surveyed employers. AIDS testing of new teacher education graduates was required by only 2.2% of the school districts responding to this year's survey.

Some employers noted that these tests were only required after an offer had been extended. In other organizations, testing of all employees was randomly completed each year as part of a drug-free workforce policy.

Although testing for drug use, AIDS, or alcohol levels was rarely accomplished, the likelihood of their use was increasing each year, according to employers. Physical examinations were required of all new employees in many of the surveyed school districts.

It was expected that testing for drug use, AIDS, or alcohol levels would be accomplished during physical exams.

Bus drivers in school districts were an exception. For bus drivers, a drug test was required.

Sexual Harrassment Policies

Policies on sexual harassment and reporting of incidents were adopted and operational in 88.4% of the surveyed school districts.

It was noted by surveyed school districts that this had become a critical issue, both for employees and for students. Recent law suits by female students brought this matter to the attention of school administrators.

Several surveyed school districts had recently developed guidelines and policies on sexual harassment for their organizations. For other school districts, states had developed policies. These policies were recently included in collective bargaining agreements and policies/procedures manuals.

Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) became effective on July 26, 1992. Since then, policy changes, memoranda, or other work environment directive have been issued by surveyed school district in response to this legislation. Of 173 employers responding to this question, 110 reported changes (63.6%).

Changes due to ADA were too numerous to mention all of them, but ADA compliance affected many areas of the surveyed school districts. Among the changes listed were new employee handbooks, hiring policy changes, elimination of pre-employment physicals, renovation of physical facilities, revision of employment application forms, revised interviewing procedures, and reviews of all job descriptions.

School district policies were revised and adopted by many local school boards (35). In some school districts, ADA coordinators and committees were appointed, and completion of ADA transition plans were accomplished. Legal counsel were consulted when revising school district policies, and in some school districts, legal counsel assisted with training of personnel on ADA issues. Numerous internal committee meetings and discussions were held on this subject.

Principals and other administrative staff were trained (12) through presentations and written materials. Required posters were placed on employee bulletin boards. Training information and written materials were distributed to all administrative personnel.

Workplace evaluations (41) were used when checking school and administrative facilities for reasonable accommodations for all employees and students. Remodeling of physical facilities was completed as necessary.

Awareness training of teachers and other employees (14) was completed by many surveyed school districts. All employees who interviewed, hired, or supervised personnel or worked with students were provided with revised procedures and training. Heightened employee awareness was the goal of this program. Bulletin board notices, training videos, and articles in employee newsletters were created and used. Materials in employee handbooks and student manuals explained the new legislation and the school districts' responses to legal requirements.

Employment applications, interview forms, testing, and other personnel procedures were modified (19) for ADA compliance, and all health-related questions were eliminated on applications. Other questions asked on applications were reworded. Required pre-employment procedures and tests were updated. No pre-employment medical exams were required until job offers were accepted. All medical, drug screening, and physical procedures were reviewed.

Job descriptions (17) were updated and documented, including identification of essential job func-

tions. In school districts that were previously in compliance, reviews of current job descriptions were initiated.

Advertisements and recruitment brochures (5) were revised to include ADA materials. EEO statements were revised to include handicapper discrimination clauses. Only essential job functions were listed on any job vacancy notices.

New and Emerging Teaching and Professional Staff Assignments

New and emerging teacher assignments and other professional staff positions were identified by surveyed school districts. Employer replies are listed with frequencies of response after each and in descending order from the most frequently identified.

Technology coordinator/ computer coordinator/ computer programmer/ technical preparation coordinator/ technology technician/ fiber optics specialist/ video communications technician/ visual aids & media coordinator- 24

Early childhood specialists/ special education specialists/ speech pathologists/ teacher for "at risk" students/ parent involvement teacher/ PreK teacher/ attention deficit teacher- 15

Elementary school counselors- 8

Computer science teachers/ computer education teachers/ teachers of technology/ math & technology teachers/ science & technology teachers- 7

Bilingual Spanish teacher/ elementary/ English as a second language teacher/ special education/ bilingual math teacher- 7

Gifted and talented coordinator/ teacher-4

Staff development director/ specialist- 4

Alternative education teacher/ specialized alterna-

tive instructional program teacher for students with chronic behavior problems- 4

Foreign language teachers/ Japanese/ Chinese- 3

Changes in the Work Environment of School Districts

Changes have occurred in the work environments of surveyed school districts during the last five years that will influence the qualifications needed from new teacher education graduates hired in the future.

Employer replies are listed with frequencies of response after each and in descending order from the most frequently identified.

- **Computers and technology**, computer literacy, networked computer laboratories, library technology, instructional television technology, applied technology in academic areas, CD ROMs, laser disc technology, and multimedia centers- 39
- **Methods of teaching** (reading, math, computers), learning problems, teaching large class sizes, effective instruction methods, collaborative teaching methods, team teaching, integrated learning systems, research methods, cooperative learning, learning styles, interdisciplinary teaching, middle schools- 18
- **Multi-cultural student populations**, heterogeneous groupings, diverse teaching environments, "at risk" children, social problems of dysfunctional children and families (broken homes, parents in trouble with the law, welfare, foster children, abuse victims), students' rights, cultural diversity of student populations necessitated more diverse staff- 15
- **Outcomes-based education** (OBE), quantifiable evaluations of teachers through student tests, goal setting and teaching by objectives, writing of assessments for objective teaching, performance-based testing- 11
- **Site-based management** with increased responsibilities for teachers to become active participants in the decision-making processes. Will require knowledge and skills in committee work and consensus building (i.e. business knowledge, curriculum planning, decision/ negotiations abilities), environmental issues, shared decision-making, interpersonal skills- 8
- **Special education** inclusion model for children with disabilities into the classroom- 7
- **Knowledge of special policies** (i.e. drugs and alcohol, AIDS, sexual harassment, guns, violence, asbestos, ADA regulations, etc. 5
- **Bilingual education**, increasing Hispanic student population, increasing demand for bilingual teachers- 5
- **Whole language philosophy**, moving from textbooks to whole language experiences to writing, reading, and language development- 4
- **Higher order thinking skills**, critical thinking skills, problem solving- 3
- **Discipline**, student management concerns, classroom control theories, conflict management- 3
- **Quality management** and effective schools research- 2

SCHOOL DISTRICTS PARTICIPATING

-A-

Afton Central School District, NY
 Albert City Schools, Truesdale, IA
 Almond Bancroft School District, WI
 Ames Community School District, IA
 Amherst Central Schools, NY
 Amsterdam Public School District, NY
 Ann Arbor Public Schools, MI
 Antioch Community School District #117, IL
 Antioch Unified School District, CA
 Arcola Community USD #306, IL
 Atherton Community School, MI
 Avondale School District, MI
 Azle Independence School District, TX

-B-

Baltimore County Schools, MD
 Bassett Grand Schools, NE
 Berryessa Unif. Schl. Dist., CA
 Big Sandy Ind. School District, TX
 Bloom Township Schl. Dist., IL
 Bridgeport-Spaulding School, MI
 Bristol Bay School District, AK
 Brockton Public Schools, MA
 Bronx School District 9, NY
 Buhler Unif. School District, KS
 Bullitt County School District, KY
 Buttonwillow Unified School District, CA
 Byram Township Schl. Dist., NJ

-C-

Cambridge Central School District, NY
 Carbondale Elementary School Dist., IL
 Catalina Foothills Schl. Dist. #18, AZ
 Cave Creek Schl. Dist. #93, AZ
 Centerville Community School Dist., IA
 Cheektowaga Sloan School, NY
 Cheney Public Schools, WA
 Colome School District, SD
 Columbus Public Schools, NE
 Community School District, MT
 Comstock Public Schools, MI

Cornell School District, WI
 Corona Norco Univ. Schl. Dist., CA
 Crook County School District, WY

-D-

Deer Lodge School Dist., MT
 Dekalb County Schools, GA
 Dougherty County Schl. Dist., GA
 Delaware Schools, OH
 Delaware-Chenango Schools, NY
 Dewitt Public Schools, MI
 Dodgeland School District, WI

-E-

Earl School District, ND
 East China School District, MI
 El Paso School District, TX

Ellicottville Central School Dist., NY

-F-

Fayetteville-Manlius, NY
 Franklin County School District, TN
 Franklin School District, NJ

-G-

Galena Park Ind. School District, TX
 Galion City School District, OH
 Gaston County School District, NC
 Giant City Community School District, IL
 Glenbrook High Schl. Dist. #225, IL
 Glendale Unif. Schl. Dist. #205, AZ
 Globe Unif. Schl. Dist. #1, AZ
 Gonzales Ind. Schl. Dist., TX
 Grundy County Schl. Dist., TN

-H-

Hartington Public School District, NE
 Hatton School District, ND
 Henderson Public School District, NE

Henry County Schools, AL
Horsehead Central Schl. Dist., NY

-I-

Independent Schl. Dist. #1, ID
Indian Oasis Unif. Schl. Dist. #40, AZ
Isaac Schl. Dist. #5, AZ

-J-

Jefferson County Bd. of Ed., AL
Jefferson Schl. Dist., OR
Johnsburg Central Schl. Dist., NY
Johnson Consolidated Schl. Dist., MO
Johnson County Schl. Dist., WY
Jordan Valley School District, OR
Junction Elem. Schl. Dist., CA

-K-

Kasson-Mantorville Schl. Dist., MN
Kern County Public Schools, CA
Kern High School District, CA
Kimball School District, MN
Kingsley-Pierson Schl. Dist., IA
Klamath County Schl. Dist., OR

-L-

La Grange School District, TX
La Veta School Dist. RE-2, CO
Lake Park/Audubon, MN
Lake Station Comm. Schls., IN
Lassen Co. Schls., CA
Lee County School Board, FL
Littlefield School District, AZ
Loup Cons. Public School Dist., NE

-M-

Maddock School District, ND
Maplewood Joint Voc. Schl. Dist., OH
Marion Center Area Schl. Dist., PA
Mason City Comm. Schls., IA
Mena School District, AR
Miami School District, MO
Middle Eastern Ohio Voc. S.D., OH
Milan School District, MO
Milton School District, VT
Mineral County Schls, WV
Mohawk Valley Schl. Dist. #17, AZ
Mona Shores Schools, MI
Monroe County Comm. Schls., IN
Monroe School District, WI
Morgan Co. Local Schls., OH

Morgan Co. Schl. Dist., MO
Mount Lebanon School District, PA

-N-

Nashville High School District 99, IL
Natick Public School, MA
New Castle Community School, IN
New Underwood Schl. Dist., SD
Newbury Local Schl. Dist., OH
Northfield Schl. Dist., MN
Northside Ind. Schl. Dist., TX
Northville Public Schools, MI
Norwood City Schl. Dist., OH

-O-

Oak Lawn Schl. Dist. #229, IL
Ocean Co. Voc. Schl., NJ
Oconomowoc Schl. Dist., WI
Olathe Unified School District, KS
Osceola Twp. Schls., MI

-P-

Paris School District, MO
Pasadena Ind. Schl. Dist., TX
Pattonville Schl. Dist., MO
Pender Publ. Schl. Dist., NE
Peninsula School Dist., WA
Penryn Elementary School District, CA
Pillager School District, MN
Plain Local Schl. Dist., OH
Pleasant Local School Dist., OH
Plymouth Public Schools, CT
Pocola Schl. District, OK
Portage Community Schls., WI
Preston-Fountain School District, MN

-Q-

Quemado Schl. District, MN

-R-

Radford City Schl. Dist., VA
Red Oak Ind. Schl. Dist., TX

Rio Vista Ind. Schl. Dist., TX
Roby Ind. School District, TX
Rock Port School District, MO
Rockford Elem. School District, CA
Romeo Comm. Schls., MI

-S-

San Diego City Unif. Schls., CA

Schoolcraft Community School, MI
Schroon Lake Central School District, NY
Schroon Lake Central Schl. Dist., NY
Southeast Fountain Schl. Corp., IN
Seymour Public Schls., CT
Sherman Ind. Schl. Dist., TX
Silver Creek Public School District, NE
Smoky Hill Unif Schl Dist., KS
South Redford Schools, MI
Southfield Pub. Schls., MI
Spickard Schl. Dist. MO
Spreckels Union School District, CA
Spring Branch Ind. Schl. Dist., TX
St. Charles Parish Publ. Schls., LA
Starbuck Schl. District, WA
Steel Valley Schl. Dist., PA
Stromsburg Public Schools, NE
Sweet Home Central School District, NY

-T-

Topeka Shawnee Schl. Dist. #501, KS
Township High School District, Arlington Heights,
IL
Tri-Point Schl. Dist. 6-J, IL
Tulia Ind. Schl. Dist., TX
Tuloso Midway Ind. Schl. Dist., TX
Township High Schl. Dist. #113, IL

-U-

Umatilla Schl. Dist., OR
Union-Star Schl. Dist., MO
Upsala Areas Schools, MN

-V-

Victor Valley Joint H. S. Dist., CA

-W-

Wabasso School District, MN
Wake County Publ. Schls., NC
Wakita Schl. Dist., OK
Waverly Comm. Schls., MI
Wayne County Schls., WV
White Pine School District, MI
Wichita Public Schools, KS
Wyndmere School District, ND
Wyoming Co. School District, OH

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The first part of the paper discusses the importance of understanding the cultural context of the research. It highlights the need for researchers to be sensitive to the values and beliefs of the communities they are studying. This is particularly important in the field of education, where cultural differences can significantly impact learning outcomes.

The second part of the paper focuses on the methodology used in the study. It describes the process of selecting participants, collecting data, and analyzing the results. The authors emphasize the importance of using a mixed-methods approach to gain a comprehensive understanding of the research topic.

The third part of the paper presents the findings of the study. It discusses the results of the quantitative data analysis and the insights gained from the qualitative interviews. The authors conclude that there are significant cultural differences in the way that students learn and that these differences should be taken into account by educators.

The final part of the paper discusses the implications of the findings for future research and practice. It suggests that further studies should be conducted to explore the cultural factors that influence learning outcomes. Additionally, it recommends that educators should be trained to recognize and address cultural differences in the classroom.

